

Inspection of Trowse Primary School

Pepperpot Drive, Trowse, Norfolk NR14 8TU

Inspection dates:	25 and 26 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Every pupil is given the opportunity to thrive at Trowse Primary School. Pupils are happy, feel safe and benefit from a thoughtfully planned range of opportunities at this school. They become mature, confident and articulate young people.

Pupils love learning. They revel in sharing the knowledge they learn across all areas of the curriculum. The school believes all pupils can learn their ambitious curriculum and this is what happens. Pupils achieve exceptionally well across all of the different subjects they study.

Behaviour is exceptional. Pupils follow the simple school rules of 'happy, safe, learn'. Classrooms are orderly and productive. Pupils typically demonstrate excellent attitudes to their learning. Around school, pupils socialise together positively, playing sports and making up their own imaginative games.

Trips and experiences are rich and varied. Pupils learn to ski and gain a sailing qualification as part of this offer. No pupil misses out on these wholesome enrichment opportunities.

House captains and school councillors have an active voice in school life. Through taking on these roles, pupils develop a sense of leadership and responsibility. Older pupils benefit from self-directed time, which gives them independence and ownership over their own learning and development. Pupils truly become responsible well-rounded citizens.

What does the school do well and what does it need to do better?

The school ensures high ambition runs through all that it does. This creates a highly positive environment, which enables pupils to excel.

Children make a strong start in early years. A positive, warm ethos means children settle in quickly and want to come to school. Children access a well-designed curriculum. They start learning to read and count straight away. Adults support children well with their learning and encourage children to learn new words and communicate confidently. On occasion, in early years, adults do not set clear enough expectations around how children should learn. As a result, some children do not focus on their learning as well as they might. Despite this, children in early years achieve well and are academically well prepared for Year 1.

Reading is a priority. Trained staff teach the planned phonics programme very effectively. Children read books matched to their stage in learning. Adults check how well pupils are doing with their reading. Any pupil at risk of falling behind receives the immediate support they need to keep up with their peers. Pupils' love of reading develops throughout their time at school. They access a wide range of books which deepen their knowledge and vocabulary. Pupils leave school as competent, confident and mature readers.

The school has worked hard to refine and develop their curriculum. The knowledge and vocabulary pupils learn from early years right through to Year 6 is clearly identified. This is revisited and built upon over time. This gives every pupil the opportunity to learn and remember the most important knowledge. Trained teachers deliver the curriculum well. They skilfully question and quiz pupils to ensure they have understood previous learning before moving on to something new. This ensures pupils' learning is secure. As a result, pupils develop a depth of knowledge. They talk with enthusiasm and confidence about their learning across different curriculum subjects.

Pupils with special educational needs and/or disabilities (SEND) are supported extremely well. Careful adaptations to learning enable pupils with SEND to learn successfully in class. Equally, some pupils access an individual curriculum which is just right for them. Pupils with SEND achieve well and benefit from the same opportunities and experiences as their peers.

The school has high expectations of how it expects pupils to behave. The way adults model behaviour is at the heart of their approach. Relationships across the school are caring and friendly. Pupils follow the example set by adults. This makes the school a positive place, where pupils can be best version of themselves.

Personal development is an essential part of this school. The school has identified 'personal goals' which they teach alongside the academic curriculum. These support pupils to become excellent citizens, both in and outside school. Pupils respect and are tolerant of different cultures and beliefs. They know the importance of fundamental British values. Pupils know how to keep themselves safe, including online. They are exceptionally well prepared for life in modern Britain.

Governors are heavily invested in the school. They know the school's many strengths and challenge school leaders to keep improving the school. Staff are proud to work at this school. They feel valued and appreciated. They are fully supported with their well-being and to develop and improve in their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- In early years, the school have not fully secured the strong learning behaviours of some children at the early stages of their schooling. This means children do not always focus and concentrate as they well as they might on planned learning tasks. The school should further consider the way they manage and teach children the routines and expectations in this part of the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120862
Local authority	Norfolk
Inspection number	10345227
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Guy Owen
Headteacher	Stuart Odell
Website	www.trowseprimaryschool.co.uk
Date of previous inspection	29 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently make use of alternative provision.
- There is a before-school club, which the governing body manages.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, phase leaders, the special educational needs co-ordinator, subject leaders, staff, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- Inspectors also discussed the curriculum and reviewed pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors considered the views of parents through responses to the online survey, Ofsted Parent View and parents spoken to during the inspection.
- The inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

Benjamin Axon

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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